



Self-Assessment Checklist For: _____
Person's Name

Novice Mid

LinguaFolio is a living document. It will grow and evolve based on the feedback received from the students and the teachers who participate in the pilot project.

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Novice Mid level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
INTERPRETIVE		
Listening		
I can understand words, phrases, and expressions related to familiar topics in live or recorded materials.		
I can understand short and simple conversations on familiar topics in live or recorded materials.		
I can understand spoken language when I have previously seen or heard the content.		
I can sometimes recognize cognates, prefixes, and thematic vocabulary to help me understand live or recorded spoken language.		
Reading		
I can understand familiar words, phrases, and simple sentences in authentic written materials, re-reading as required.		
I can understand basic questions on standardized forms well enough to give the most important information about myself (name, date of birth, nationality).		
I can understand short simple written messages on familiar topics.		
I can distinguish between questions, statements and exclamations.		
INTERPERSONAL		
Person-to-Person Communication		
I can introduce myself and others and use basic culturally appropriate greetings.		
I can ask memorized questions and answer simple questions, on very familiar topics such as leisure activities, family, food, school, and weather using memorized phrases.		
I can handle numbers, quantities, cost, time and dates in simple situations.		
I can make myself understood in a simple way, and understand the other person provided he talks slowly and clearly and is prepared to help.		
I can in simple fashion ask somebody to repeat what he or she says or ask him or her to speak more slowly.		
I can ask and answer in simple terms questions about likes and dislikes.		

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
PRESENTATIONAL		
Spoken Production		
I can give personal information (address, telephone number, nationality, age, family) using words and phrases.		
I can talk about things I like and dislike using words and phrases.		
I can describe myself using words and phrases.		
Written Production		
I can fill in a standardized form with my personal details (name, age, address, telephone number).		
I can write about myself using learned phrases and memorized expressions.		
I can write lists based on familiar material.		



Self-Assessment Checklist For: _____ Novice High

Person's Name

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Novice High level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
INTERPRETIVE		
Listening		
I can understand short, simple conversations and/or narratives within highly predictable and familiar topics in live or recorded materials.		
I can understand the essential information of an extended conversation around me on short familiar topics provided that the language is spoken slowly and clearly.		
I can understand the main point of short, clear, simple spoken messages and announcements related to familiar topics.		
I can consistently recognize cognates, prefixes and thematic vocabulary to help me understand live or recorded spoken language.		
Reading		
I can understand a simple personal letter or email in which the writer tells or asks me about aspects of everyday life on familiar topics.		
I can identify some cognates that help me understand the meaning.		
I can understand short narratives about everyday things dealing with topics that are familiar to me if the text is written in simple language.		
I can understand simple authentic written materials and identify the main idea(s) such as ads, menus, etc.		
I can understand simple sentences, questions and exclamations dealing with familiar topics.		
I can follow short simple written directions and instructions.		
INTERPERSONAL		
Person-to-Person Communication		
I can interact using simple language in real-life situations such as ordering in a restaurant, making purchases in a store or post office, visiting with family or friends.		
I can ask for and give directions referring to a map or plan in a familiar context.		
I can make social arrangements that include date, time, and place.		
I can exchange personal information such as address, telephone number, age, nationality, family, likes and dislikes.		
I can discuss with other people what to do, where to go, and when to meet.		
I can ask people for things and give people things.		
I can ask people questions about where they live, people they know, things they have, etc., and answer such questions addressed to me, provided questions are articulated slowly and clearly.		

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
PRESENTATIONAL		
Spoken Production		
I can give a basic description of myself, my family, other people using simple sentences and phrases.		
I can give a basic description of my activities and personal experiences using simple sentences and phrases.		
I can give a basic description of my hobbies and interests using basic sentences.		
I can use previously memorized culturally appropriate idiomatic expressions and gestures.		
Written Production		
I can write lists, short messages, postcards, and simple notes.		
I can write using memorized phrases to discuss aspects of my everyday life (family, school, leisure activities).		
I can write simple sentences describing myself and others.		



Self-Assessment Checklist For: _____ Intermediate Low

Person's Name _____

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Intermediate Low level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
INTERPRETIVE		
Listening		
I can understand longer conversations and narratives on some unfamiliar topics in live and recorded materials.		
I can sometimes use background knowledge to understand simple stories, personal correspondence, and other contextualized spoken messages.		
I can begin to identify main ideas in a limited number of topics presented on TV, radio, film, and computer-generated presentations.		
I can sometimes use contextual clues to help me understand live or recorded spoken language.		
Reading		
I can understand the main points and some details in simple authentic written materials about familiar topics.		
I can skim authentic written materials to find relevant, basic facts such as prices, locations, times, etc.		
I can understand familiar words, phrases, and sentences in authentic written materials with minimal re-reading.		
INTERPERSONAL		
Person-to-Person Communication		
I can often start, maintain, and end a simple face-to-face conversation on topics that are familiar or of personal interest.		
I can ask for and follow simple directions and instructions in a variety of contexts.		
I can express and react to feelings such as surprise, happiness, sadness, interest and indifference.		
I can create simple sentences and deal with uncomplicated situations.		
I have a sufficient vocabulary to engage in simple conversation in complete sentences on most topics pertinent to my everyday life such as family, household tasks, hobbies, interests, and work.		
I can deal with some situations likely to arise when traveling to an area where the language is spoken.		

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
PRESENTATIONAL		
Spoken Production		
I can describe myself, my family, other people using several simple sentences.		
I can describe where I live using several simple sentences.		
I can describe my interests, activities, and personal experiences using several simple sentences.		
I can talk about things that are happening and are going to happen.		
I can talk about my needs, wants, and preferences.		
I can summarize short passages in a simple fashion.		
I can use some appropriate idiomatic expressions.		
I can sometimes talk about unfamiliar topics by using familiar phrases and gestures.		
Written Production		
I can write a series of simple sentences about myself and describe aspects of everyday life (family, school, leisure activities).		
I can write simple questions about aspects of everyday life (family, school, leisure activities, basic needs).		
I can write using some culturally appropriate idiomatic expressions.		
I can sometimes write about unfamiliar topics by using familiar phrases.		



Self-Assessment Checklist For: _____ Intermediate Mid

Person's Name

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Intermediate Mid level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
INTERPRETIVE		
Listening		
I can understand longer, more complex conversations and narratives on more unfamiliar topics in live and recorded materials.		
I can frequently use background knowledge to understand simple stories, personal correspondence, and other contextualized spoken messages.		
I can frequently identify main ideas and specific information on more and more topics presented on TV, radio, film, and computer-generated presentations with some help.		
I can frequently use contextual clues to help me understand live or recorded spoken language.		
I can understand when people are talking about events in different time frames.		
Reading		
I can read short narratives and authentic materials on familiar and new topics and identify the main idea and some details.		
I can guess the meaning of certain words by studying the context and looking for cognates.		
I can understand short, straightforward descriptions of persons, places, and things written for a wide audience.		
I can understand the description of events, feelings and wishes in personal written communication on familiar topics.		
I can understand and follow simple instructions on new topics.		
I can understand connected texts dealing with a variety of familiar topics.		
INTERPERSONAL		
Person-to-Person Communication		
I can ask and answer questions with some detail about routine personal information concerning myself, my family, home, and daily activities.		
I can communicate in sentences about my interests and personal preferences.		
I can ask and answer questions about food, shopping, travel, lodging and a variety of other topics in uncomplicated situations.		
I can participate in a spontaneous discussion, but sometimes gaps in communication may occur.		
I can give and seek personal views and opinions in an informal discussion with friends.		

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
PRESENTATIONAL		
Spoken Production		
I can explain and give reasons for my plans, intentions, and actions.		
I can express my plans for the near future.		
I can describe past activities and personal experiences.		
I can give detailed accounts of experiences and express feelings and reactions.		
I can give clear, detailed descriptions on subjects related to me and my world.		
I can narrate a story based on picture prompts.		
I can summarize short stories and news items.		
I can use more idiomatic phrases appropriately.		
I can use familiar language to talk about some unfamiliar topics, even when I do not know a specific word.		
Written Production		
I can write guided compositions, descriptions, requests for information, and simple directions.		
I can write about personal preferences and experiences, daily routines, and common events.		
I can often include a series of connecting sentences.		
I can write in present time and occasionally use other time frames.		
I can include more idiomatic phrases appropriately.		
I can use familiar language to write about some unfamiliar topics, even when I do not know a specific word.		



Self-Assessment Checklist For: _____ Intermediate High

Person's Name _____

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Intermediate High level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
INTERPRETIVE		
Listening		
I can understand most unfamiliar spoken passages in live and recorded materials.		
I can consistently use background knowledge to understand simple stories, personal correspondence, and other contextualized spoken messages.		
I can identify main ideas and specific information on a wide variety of topics presented on TV, radio, film and computer-generated presentations although my understanding may vary.		
I can consistently use contextual clues to help me understand live or recorded spoken language.		
Reading		
I can understand longer and more complex reading selections.		
I can understand selected authentic written materials with minimal re-reading.		
I can rapidly grasp the content and the significance of news, articles and reports, and decide if a closer reading is necessary.		
I can understand main ideas and pertinent details in literary selections with assistance.		
I can understand in a narrative or play the motives of the characters and their actions.		
I can understand and follow instructions in selected consumer and informational materials with minimal use of a dictionary.		
INTERPERSONAL		
Person-to-Person Communication		
I can engage in extended conversations and participate in discussions on most general topics.		
I can, with occasional difficulty, formulate questions and obtain information related to work, school, recreation and particular areas of interest.		
I can exchange considerable quantities of detailed factual information on matters within my fields of interest.		
I can convey degrees of emotion and react appropriately to the emotions of others.		
I can support my opinions and make recommendations by providing relevant explanations, arguments, and comments.		

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
PRESENTATIONAL		
Spoken Production		
I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.		
I can describe my dreams, hopes, and ambitions.		
I can summarize news items, interviews, stories, films or plays.		
I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.		
I can narrate and describe in at least two time frames.		
I can correct some errors when I hear myself make them.		
I can use many idiomatic expressions easily.		
I can use familiar language to talk about unfamiliar topics, even when I do not know a specific word.		
Written Production		
I can write personal and simple business letters, brief summaries, and compositions.		
I can write about personal experiences and topics of current and general interest.		
I can write detailed descriptions and narrations of paragraph length on everyday events.		
I can write using different time frames and appropriate moods with some control.		
I can combine and link sentences and paragraphs.		
I can write using many idiomatic expressions easily.		
I can use familiar language to write about unfamiliar topics, even when I do not know a specific word.		



Self-Assessment Checklist For: _____ Advanced Low

Person's Name _____

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Advanced Low level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
INTERPRETIVE		
Listening		
I can usually understand a variety of topics presented live or on TV, radio, film and computer-generated presentations even when they contain idiomatic expressions and slang.		
I can generally understand what I hear without relying solely on formally learned vocabulary and structures.		
I can usually detect the tone, style, and the author's perspective in spoken language.		
I can understand simple technical information about products, including operating instructions.		
Reading		
I can recognize a variety of literary styles such as poetry, prose, essays and journalistic documents.		
I can read and understand many types of correspondence with the occasional use of a dictionary.		
I can read and understand a variety of literary selections with ease.		
I can understand hidden meanings, ideas and connections, as well as motives for characters' actions and their consequences in the development of the plot in literary selections.		
I can read authentic materials with a large degree of independence by adapting how quickly and detailed I read different types of texts.		
INTERPERSONAL		
Person-to-Person Communication		
I can engage comfortably in extended conversation and discussions on a wide range of topics.		
I can use the language fluently, accurately, and effectively on a wide range of topics that may occur in the present, past or future.		
I can express my ideas and opinions clearly and precisely when engaged in lengthy conversation.		
I can get through unfamiliar situations by paraphrasing.		
I can handle unpredictable occurrences in everyday situations.		

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
PRESENTATIONAL		
Spoken Production		
I can give clear and detailed descriptions, integrating themes and developing my point of view.		
I can give presentations on a subject in my field of personal and/or professional interest and respond to most audience questions.		
I can summarize long texts.		
I can construct a persuasive argument linking my ideas logically.		
I can accurately narrate and describe in the past, present, and future time frames.		
I can speculate about causes, consequences, and hypothetical situations in a limited way.		
I can generally correct my errors when I hear myself make them.		
I can use idiomatic expressions often.		
I can talk about most topics, even when I do not know a specific word.		
Written Production		
I can write letters, narratives, descriptions of a factual nature, and a variety of summaries and reports.		
I can write about a variety of topics relating to interests and events of current, public, and personal relevance.		
I can write texts of several paragraphs in length with a variety of cohesive devices.		
I can write narrations and descriptions with sustained control of major time frames and moods.		
I can write with sustained control of most sentence structures and partial control of more complex structures.		
I can write using idiomatic language appropriately in most contexts.		
I can describe complex topics using familiar vocabulary.		
I can write using style, language, and tone appropriate to the audience and the purpose of the presentation.		



Self-Assessment Checklist For: _____ Advanced Mid/High

Person's Name

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Advanced Mid/High level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
INTERPRETIVE		
Listening		
I can understand a variety of topics presented live or on TV, radio, film and computer-generated presentations even when they contain idiomatic expressions and slang.		
I can generally understand what I hear even when I hear vocabulary and structures that I have not formally learned.		
I can detect the tone, style and the author's perspective in spoken messages.		
I can sometimes understand technical information on unfamiliar products and operating instructions.		
Reading		
I can understand almost all forms of written abstract and complex texts.		
I can understand the meanings of most idiomatic and colloquial expressions.		
I can recognize plays on words and appreciate texts whose real meaning is not explicit, in order to make some inferences.		
I can recognize different literary styles (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text.		
I can recognize the social, political, or historical background while reading a literary selection.		
INTERPERSONAL		
Person-to-Person Communication		
I can take part with ease in all conversations and discussions, and can adapt to the demands of the conversation.		
I can often convey and understand finer shades of meaning by using, with reasonable accuracy, a wide range of expressions to qualify statements.		
I can use and understand many idiomatic expressions and colloquialisms effectively.		
I can exchange complex information about work-related or professional tasks.		
I can participate in discussions and support my opinions and viewpoints on contemporary issues, such as current events, politics, business and other important matters.		
I can develop and support hypotheses, working around occasional difficulties.		

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
PRESENTATIONAL		
Spoken Production		
I can summarize information from different sources, reconstructing arguments and accounts in a coherent presentation.		
I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate, and to eliminate confusion.		
I can express myself naturally and effortlessly; I only need to pause occasionally in order to select the right words.		
I can give clear, detailed descriptions of complex subjects.		
I can give a clearly developed and well-organized presentation on a subject in my fields of personal or professional interest in a style appropriate to the audience.		
I can depart when necessary from the prepared text of my presentation and follow up spontaneously to points raised by members of the audience.		
I can correct most errors effortlessly and within the context of the presentation.		
I can discuss some abstract topics related to my interests and fields of expertise.		
I can sustain a conversation or presentation on most topics by simplifying and reformulating with ease and fluidity.		
Written Production		
I can write detailed narratives and descriptions of a factual nature.		
I can sustain and support opinions and arguments.		
I can write reports and research papers with significant precision and detail.		
I can write narrations and descriptions with consistent control of time frames and moods.		
I can write with good control of most language structures.		